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ABSTRACT

Activities and accomplishments of the Institute for Research and Development in Occupational Education during 1978-1979 are discussed in this annual report, highlights of which include (1) production of a film dealing with sex equity; (2) development of a parallel Spanish version of the Career and Occupational Development test; (3) a second year of the Enhancing Potential for Women In Science program, so successful that it gained National Science Foundation support for two more years; (4) involvement in future-oriented planning of health occupations education, following on from similar such efforts in business education; (5) publication of the "Handbook of Vocational Education Evaluation"; (6) awarding by the American Film Festival of special recognition to the film "Turning Points"; (7) acceptance by the Federal Communications Commission of the "communicasting" concept (which involves low power, two-way television for community use), followed by expressed intent on the part of several communities to undertake projects using communicasting technology. The report also covers organization involvement in presentations, national organization meetings, consultations with business, industry, and labor groups, and grants and projects worked on during the time period of the report. Appendixes contain selected relevant letters, newspaper articles, and conference schedules and announcements. (CP)

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ED179759

ANNUAL REPORT #8

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

JULY 1, 1978 - SEPTEMBER 30, 1979

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York
as a component of the Research Coordinating Unit
in cooperation with the
OFFICE OF OCCUPATIONAL AND CONTINUING EDUCATION
The New York State Education Department
University of the State of New York

CASE 14-79
October 1979

The program reported on herein was performed under VEA Grant #78-3A-986 GS

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CE 023 454

FOREWORD

It has been the practice of the undersigned to describe in this section aspects of the Institute's accomplishments and to "set the stage" for what is to come. "More of the same," a much-maligned phrase, comes to mind for shock value. In truth, we have experienced "more of the same"--more growth, more accomplishment, more credibility, more accolades.

It has been a year of more milestones, as well. To be "on the move" is not the same as to have arrived. And the Institute has, in fact, "arrived" at certain mileposts along the way. One was the formalization of the Institute's role as a component of the New York State Education Department's Research Coordinating Unit (RCU). This occurred with a reorganization at the State level, and the development of a division which incorporates planning, research, and evaluation. A second milepost was that of the Institute's participation in the State's Research Advisory Committee for Occupational Education through the appointment of its director to that body. It signals the recognition of the desirability of having inputs from agencies representing constituencies in the field.

Other mileposts include a significant change in the posture of the federal government toward IRDOE'S petition for UHF frequencies in the public interest, the receipt by IRDOE of an award at the American Film Festival for its documentary, "Turning Points," and the publishing, by Sage Publications, of the Handbook of Vocational Education Evaluation, a first of its kind.

The foregoing, and other accomplishments that will be mentioned in following pages, are attributable largely to the efforts of the

staff members. They have worked long and hard to produce the data and products that have inured so well to IRDOE's reputation. That time and the vicissitudes of the day-to-day operations have militated against the director's opportunities to express his appreciation will, it is hoped, be forgiven in light of this heartfelt expression of thanks.

It is with the deepest of regret that we note the passing of Dr. Randolph B. Tarrier, a project director of long standing. Randy's contributions in the areas of handicapping conditions and mainstreaming concerns, as well as the studies dealing with employments of handicapped persons, have contributed significantly to the fund of human knowledge. Not alone will his professional accomplishments be remembered, but the experience of associating with a very fine human being will be cherished by all who knew him.

Lee Cohen, Ph.D.
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DARIE
Didactic Systems
Institute of Rehabilitation Medicine
TVG Productions

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INSTITUTE FOR RESEARCH AND DEVELOPMENT
IN OCCUPATIONAL EDUCATION

Annual Report #8
1978-1979

IRDOE - ADMINISTRATIVE SUPPORT SERVICES
VEA #78-3A-603

I. Overview

A combination of factors warranted special reconsideration of IRDOE's general mission and the most practical means for achieving its goals. Efforts at the State level to improve organizational and administrative functioning resulted in some significant changes. The reorganization, which provided for the Division of Planning to incorporate research and evaluation, placed the Research Coordinating Unit within that division and provided that IRDOE, and its sister institute at Cornell, be considered specific components together with the Bureau of Occupational Education Research. In addition to reaffirming its role and relationship to the State Education Department, the Institute accepted additional responsibilities: the director was also named to the Occupational Education Research Advisory group.

Coexistent with these changes were modifications in the Graduate School and University Center's organizational structure, and changes in administrative responsibilities. These, and other factors, led to a curtailment of the number of projects undertaken for fiscal year '78-'79, with a concentration of larger projects than heretofore experienced. Although we are still assessing the results of this particular thrust, we have already ascertained that a reduction in the depth of staff did force a reduction in the number of studies that could be projected for next year. Obviously, with reduced numbers of staff personnel capable of developing concepts and writing proposals, fewer could be submitted for consideration.

Several very significant gains were made, however, as they related to our "packaging" concept and to several new ventures:

a. The "Mister!" film (now titled, "A Man's Place") was produced and adds to our arsenal of sex-equity materials.

b. Our development of a parallel bilingual version of the COD instrument in the National Assessment of Educational Progress battery marked our first large-scale effort in bilingual vocational education.

c. The second year of our Enhancing Potential for Women in Science (EPWIS) project resulted in the National Science Foundation funding a continuation of the project for an additional two years because of the successes manifested.

d. Culmination of our "futuring" efforts in business education included hearings throughout the State. Values inherent in the total process led to the submission of a parallel design for trade and technology or health-related occupations.

Additional highlights of the year include the:

a. publishing of the Handbook of Vocational Education Evaluation, a first of its kind in the newly-recognized field of evaluation. It was a product developed by several staff members and encouraged by experiences obtained through IRDOE's ventures in the area.

b. winning of the American Film Festival Award for our documentary film entitled, "Turning Points."

c. acceptance of our "communicasting" concept by the Federal Communications Commission, and the intentions of several communities throughout the United States to undertake projects utilizing the communicasting technology.

The foregoing highlights, although dramatic and highly significant on the national scene, should not be considered as outshining the many other accomplishments within specific project areas. For example, professional development activities continued with vocational education directors in the Large Five cities and large urban BOCES centers. Service to LEA constituencies continued at a high rate. Dissemination activities, both of distribution of printed materials and field services of a hands-on nature, exceeded previous years' activities. Presentations at city, state, and national organization meetings increased by one-third. Proposal development activity, while curtailed in number, increased in dollar amount significantly over previous years' efforts. Consultations with business, industry, and labor organizations increased throughout this year, providing for a fuller sense of needs of the employing and educating communities.

Of greatest consequence, perhaps, was the growing general acceptance and credibility of IRDOE among the various constituencies it serves. Although we have been experiencing growth in this regard throughout the years, we experienced a considerable surge in requests for various types of information this year. Heretofore, too, the requests for materials or information tended to relate to our publications, projects in progress, and those projects already completed. This year we have experienced a number of calls for various types of information and materials, requests for references from doctoral candidates who are increasingly seeking to do doctoral studies in vocational education, and requests from public and private service agencies as well as newspapers seeking our advice on a wide variety of issues, sometimes only peripherally associated with vocational or occupational education. While flattering, it posed some

difficulties for the director and staff members who were desirous of providing assistance but were not always adequately prepared. Because the questions and/or issues were often sufficiently interesting or weighty to warrant our own investigation of data to assist the correspondents, a significant portion of our time was devoted to such efforts.

Underlying the foregoing, and the overviews of additional projects that follow, is the supportive aspect of IRDOE's functioning. Rather than perceiving needs for research and development from a parochial or discipline perspective, the Institute approaches the needs in a global manner, obtaining inputs from the various constituencies involved. Allocation of resources, both human and material, are accomplished more readily through an ongoing cadre of generalist personnel and centralized research facilities. Specialist assistance, too, is readily available through our liaisons with all the CUNY units, providing for cost-effective utilization of talent. And, though individuals may be identified with specific projects, the IRDOE "family" is available to one another for special needs, advisements, critiques, evaluations, etc.

Other support services within the IRDOE construct are less visible but equally important. Coordination and administrative activities involve obtaining space and other facilities for certain project activities, obtaining the released time of certain faculty with special expertise, developing contractual agreements between institutions/agencies/vendors/service recipients and IRDOE project directors, overseeing budget expenditures, processing employment contracts and purchase agreements for supplies and shared services, and obtaining various contributions of resources from college and university administrators.

Support services carry beyond the Institute's walls, as well. Service to LEA's, public and private non-profit organizations, and individuals increased significantly over previous years. And IRDOE's resources were also put at the disposal of the State Education Department to a greater extent than ever before. In addition to facilitating several additional meetings of SED personnel for staff development work, IRDOE personnel attended meetings, made presentations, and/or conducted evaluations that SED personnel could not attend or conduct.

Significantly, previous IRDOE activities and products continued to attract interest throughout the nation and abroad, and required responses to requests for earlier publications, research data, speeches, etc. Samples of requests are included in the Appendix, and reflect the diversity of interest.

Yet another characteristic of the Institute worthy of mention here has been its responsiveness to special needs populations. Although our track record in behalf of women, handicapped, adults, and disadvantaged persons is well-established, our efforts in bilingualism have been meager until this year. Through an unsolicited proposal to NIE, IRDOE was funded for the development of a Spanish version of the Career and Occupational Development (COD) test of the National Assessment of Education Progress battery. The enormity of the task is touched upon in the "Grants and

Contracts" section, and included in depth in two final reports (one in English, and its translation in Spanish) available from the Institute.

Of great consequence to IRDOE has been the timeliness and relevance of occupational education curriculums and instruction. It was natural, therefore, that the number of meetings with vocational educators and the employing publics increased. Technological change has been creating different skill needs for entry-level employment and, at the same time, often outpacing curriculum modifications. In addition to the lack of appropriate conduits to bring the needs to educators, there has also been the problem of inertia and/or resistance to change once the needs are known. In over twenty meetings with special needs populations and business and industry constituencies IRDOE developed a sense of urgency about the situation; the problem is being exascerbated by the rapid technological explosion. Illustratively, in electronics the development of the microprocessor followed rapidly on the heels of the integrated circuitry chips which, in turn, followed the microminiaturization of the transistor technology. That there are still programs which are involved in vacuum tube technology as opposed to solid-state devices is one part of the problem; often this is due to lack of equipment, demonstration units, etc. Another part of the problem is the lack of education and/or training of instructional personnel. Here, in addition to the outpacing of hardware requirements, microprocessor knowledge development has in some instances been relegated to or exists as the unplanned monopoly of the engineers and inventors. To make their products marketable to prospective purchasers these proprietary companies have had to offer instruction and training to existing and future employees in installation, utilization, and maintenance since there were few schools equipped to offer the instruction or train a new labor force for such employers.

It is greatly appreciated, therefore, that the Assistant Commissioner for Occupational and Continuing Education has placed such a high priority on futuring activities. Not alone can we insure that curriculums will be relevant through such means, but we can also be better prepared to meet appropriate plant, equipment, and teaching personnel needs. At this writing, the Institute will be involved in futuring the health-related occupations needs as a project in the coming fiscal year.

Staff development services this year continued at an increased pace. "Big Five" and Urban Vocational Directors made their needs known to the Institute, and attempts were made to incorporate the activities into the workshops held in Syracuse, New York City, Albany, and Elmsford. As indicated in Annual Report #7, these meetings have been as beneficial to IRDOE as to the Directors, since they attune us to concerns or problems directly affecting the field. This year, too, IRDOE instituted a supplemental activity: replenishing the directors' "toolboxes" with new materials relevant to their administrative roles. They included competency-based instructional and administrative pieces, others dealing with ascertaining the staff development needs of their districts, and some dealing with special needs populations.

Other priorities were also determined through meetings with vocational directors, business, and industry personnel. Better linkages with employers was a concern of vocational educators, and employers verbalized a need for dialogue with educators that would result in better-prepared students. Youth and adult access to vocational education programs was a concern of parents and other lay groups. Improvement of vocational guidance and the need to do away with sex role stereotyping were propounded by several disparate groups. And, of course, the need to serve handicapped and other disadvantaged populations better was a concern of all. These findings parallel the Federal Bureau of Occupational and Adult Education's research priorities list very well.

A review of the Institute's activities over the last several years indicates that it has actively engaged in each of the foregoing areas. Linkages between schools and colleges and employers (the "school-to-work" thrust) were provided through our "Support System for the Handicapped," "CIPHER," and "Enhancing Potential of Women in Science," to name a few. Youth and adult access to vocational education programs was best exemplified by "START-UP," "IMPACT," and our Statewide placement training projects for administrators. The list of vocational guidance projects is too extensive for mention here, except that they range from counselor training to serve handicapped youth, to developing career education capabilities of school staffs, to computer assisted guidance implementation, training and research. Similarly, our sex equity and anti-stereotyping activities are too numerous to mention in their entirety. They range from the development of exercises for administrators and supervisors, to auto-tutorial videotapes to train counselors, to handbooks and manuals supplementing the foregoing and other programs that can be implemented by institutions, to documentary films relating to men and women in a society where women are achieving occupational status heretofore not available. Detailed examples and precis may be found in Annual Reports numbers 4,5,6, and 7, in addition to the following pages in this report.

Serving the foregoing constituencies is also a matter of serving the State Education Department. As a component of the SED's RCU, IRDOE reports these findings of needs directly, in written or oral presentations, or develops proposals which address the needs. We do, in addition, extend the SED's staff support and resource function through these activities. The flexibility of IRDOE in obtaining specialized resources, both human and material, in seeking additional funding beyond the SED's resources, in supplementing or facilitating SED functions on the occasions when short-term expansion of SED resources are required, etc., all contribute to the Office of Occupational and Continuing Education's ability to be responsive and accountable.

Examples of our cooperations with SED are the Office of Occupational Education Supervision/IRDOE Staff Development Workshop in June for approximately 70 persons, the Joint Regional Workshop on Handicapping Conditions in N.Y.C. in March for approximately 75 persons, and the Center for Career and Occupational Education/IRDOE workshop in February for approximately 50 persons. These examples are over and above the meetings with constituencies mentioned earlier (apprxoimately 20) and those serving special groups (e.g., the federal Bureau of Labor Statistics, WECA, PSC/CUNY, ABLE, EDC, AHEAD).

While previous reports have indicated the Director's optimism regarding the acceptance of the communicasting concept by the Federal Communications Commission (FCC), it can now be reported that a task force has been established by the FCC to assess the responses to its full Notice of Inquiry. A group from that task force, headed by Chairman Paul Jones, visited us early in this school year to witness, first hand, our transmission and reception capability via the repeater, and to discuss the potentials of such a system nationally. More than slight encouragement was provided regarding our continued involvement on the national scene, to possibly provide technical and other assistance to communities desiring to implement the technology in an instructional program. Of particular interest was assistance to Eagle Bend, Minnesota, and the adjacent communities of Clarissa and Bertha-Hewitt, in their consortium effort to provide language instruction for classes of low enrollment in each district. The shared instructional services via communicasting will enable each district to maintain its teachers and serve those students seeking such language instruction.

Although this would seem, initially, to be serving a population outside the framework of vocational education, the demonstration could easily serve as illustrative of shared services (equipment, instructional personnel, etc.) for vocational courses. It will be remembered that IRDOE's interest in developing the technology was to serve vocational education students who needed more than one-way, audio remote educational activity. The very nature of occupational education often requires hands-on or simulation of an audio-visual nature, and the two-way quality could serve instructors in assessing progress at remote sites (e.g., "O.K., John, but you've got too much solder on that tinned wire.") Carried further, the duplication of equipment or demonstration units could be minimized in contiguous communities, permitting resources to be applied in a more cost-effective and impactful manner. Accordingly, IRDOE does not object to the utilizations of the concept wherever and whenever communities tend to use it; ultimately, more communicasting community networks will be available for vocational education.

In subsequent pages material is presented relative to additional IRDOE activities or supplementing those mentioned in this overview. The Special Interest Paper series (SIP), for example, added three additional publications (#17,#18, and #19) to its list. We have grown accustomed, too, to the continuing requests for copies of our research and final reports of projects, and for the international best-seller, "Barrier-Free Design." The Appendix of this report contains samples of requests/responses relating to these and still other activities, and are included solely as evidence of relevancy of IRDOE and not for the tacit or implied flattery.

II. Grants and Contracts

(Complete final reports are available for each of the following summaries.)

Sex Differences in Cooperative Education
USOE #510AH80357

This study was one of five research projects supported with a grant from the U.S. Office of Education, Cooperative Education Branch. Begun as a pilot program in FY 1977, the underlying hypothesis was that cooperative education internships can critically shape students' employment patterns, affecting work discipline, job hunting skills, labor market knowledge, as well as feelings of independence and self-esteem. The purpose of this research was to investigate in depth the nature, extent, and direction of sex differences in students' initial co-op internships, so as to provide an informational base for guidance and other programmatic activities to reduce or eliminate sex stereotyping in the workplace.

Results from the pilot year indicated that, in general, all first-time cooperative education students spend a large amount of their time performing fairly routine tasks, several of which conform to the stereotypical pattern and many of which do not. Thus, male students do more "lifting and carrying" than do females who, in turn, do more "typing." Although all students were rated as performing better than the average worker, female students were rated as more able workers than male students, irrespective of the sex of the rater. These preliminary findings are especially interesting in light of the fact that male students tended to rate themselves better than did their female counterparts. Improved sampling procedures would permit clearer indications of the extent and reliability of these outcomes.

Forty-seven colleges and universities across the country contributed to the study. More than 950 first-time cooperative education students in traditionally male fields of study (e.g., engineering, business administration), traditionally female curricula (e.g., education) and in neutral majors (such as psychology and other majors enrolling approximately equal numbers of males and females) participated. They completed a Log, describing their activities during a typical day at work; filled out a Questionnaire summarizing and rating their work duties and satisfaction; and asked their immediate supervisor to complete an Evaluation, specifying how the student discharged his/her responsibilities.

Full results of the study may be found in the Final Report: CASE #12-79.

Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation
NIE G-78-0057

It was the purpose of this proposal to develop a parallel Spanish edition of current objectives and objective referenced exercises used in the National Assessment testing program in the field of Career and Occupational Development.

The Spanish edition was designed to assess the identical skills, attitudes, concepts and knowledges of Spanish dominant students ages 9, 13 and 17 as those presently measured by the English edition as developed and used in the National Assessment program. The Spanish edition was completed as "camera ready" copy for reproduction and use in field testing and validation. However, support of field testing activities on a large scale sample of differing Spanish dominant students was not requested as part of this proposal. Directions for administration and/or scoring in Spanish was also provided, and is identical to their English counterparts. The Spanish edition as developed was linguistically compatible for use with children of both Caribbean and Mexican-American origin.

The proposal was developed and designed in cooperation with the New York State Education Department, which also provided technical assistance, monitoring services, and served as a coordinating and liaison agency with other, similar projects. Actual operation was carried out by the Institute for Research and Development in Occupational Education which, through the Center for Advanced Study in Education, City University of New York, utilized staff of the Bilingual Education Applied Research Unit at Hunter College (BEARU), a component college of the City University.

The Spanish edition of the NAEP objectives and exercises in career and occupational development may be used in the future at various levels:

1. To assess the occupational and career awareness needs of Spanish dominant students which cannot be measured by the English edition.

2. To provide teachers in Bilingual and English as a Second Language programs which enroll Spanish language dominant speaking students with a series of related objectives and criterion referenced test exercises. From these and the results of test exercises administered as pre-tests, local teaching materials may be designed. Administration of Exercises after instruction, in Spanish or English as appropriate, covering the objectives taught, can serve as a post-test.

3. To permit administration of the exercises to a national sample of Spanish dominant students, so that results for 9-, 13- and 17-year-olds may be compared for validity with score results for cohort students with Hispanic surnames who took the English form of the exercises in 1975 and 1976. These results are to be released by National Assessment in early 1977.

4. As a means of developing and demonstrating a proven methodology which can be used to effectively produce Spanish and other language editions in the other content areas of the National Assessment program.

In addition to the contracted-for deliverables, the Spanish version and scoring guide, the Institute was able to develop the following additional products:

- The Spanish script for a five-minute film that is used in exercise 305010T1 on attitudes towards management and which was not part of the released score guide.
- Preliminary profile questionnaires for school principals and 9-, 13- and 17-year-old (In- and Out-of-School) respondents were revised and had sections added and/or rewritten. The respondents' questionnaires were translated into Spanish.
- A revised version of the administration manual, including translated instruction passages to be read to respondents, was completed.
- A Spanish edition of the final report.
- Test booklets for age groups 9, 13, 17 (in school and out), and adult.

In-Service Training of Community College Counselors to do Occupational Counseling with Handicapped Students
VEA 79-3E-820HA

The ultimate goal of this project was to produce a field-tested design for a program in in-service education for community college student personnel staff, on the subject of meeting the occupational and career counseling needs of physically handicapped students. The product is, in effect, a package directing the use of materials and various approaches that can be used by community colleges throughout New York State for developing their own in-service training programs.

The first year of the project studied and defined the specific needs and resources of a sample of community colleges. In addition, there was a literature review including a computer search through the ERIC system in order to ascertain needs, programs, and research findings pertinent to the topic. Also, there was a nationwide survey of colleges and universities that are known to offer special support services for handicapped students.

The second year of the project, 1978-79, was devoted to a full-scale field test of "A Guide for the In-Service Training of Community College Counselors to do Occupational Counseling with Handicapped Students."

More than 30 two-year colleges throughout the State participated in the evaluation process, which included an assessment of the document and the actual trying-out of activities and materials described in the Guide. In addition, the Guide has been critically reviewed by experts in rehabilitation, special education, job placement, counselor education, and college programs for disabled students.

After all field-testing evaluations were received, the Guide was revised and edited in preparation for its dissemination in the fall of 1979.

It is anticipated that the guide with concommitant supportive in-service training will enable colleges to respond more effectively to the career development and employment needs of disabled students on their campuses.

Games for Achieving the Mandated Equality in Schools
VEA 78-3F-191SB

In 1977-78 a workbook and leader's guide was produced for the purpose of aiding counselors in developing a greater understanding of sex equity issues as they relate to self, legislation, and student/faculty interactions. Entitled, "Sex Equity: In self-views, in school practices, in career counseling," the workbook was designed to meet obligations prescribed under Title IX of the Education Amendments of 1972 and the Vocational Education Amendments of 1976.

In 1979, these materials were disseminated through two-day workshops for 400 counselors and administrators held in three locations in New York State. The format of these workshops were small-group experiential learning exercises led by a trained facilitator.

Participants' evaluation of the workshop was very positive, despite observable and acknowledged stresses on the part of some. Males in particular found several of the exercises to effect strong emotional reactions because the law was in conflict with cherished or conditioned perceptions of females' roles. But this was, in fact, the prime reason for the workshops: to effect changes in attitudes and behaviors based upon sex equity thrusts and legislation. That there would be difficulties was assumed, and the learning experiences of the participants were expected to be translated to efforts to educate others upon their return to their schools and districts.

Career Path Workshops for Women Students
VEA 79-30-808 DPS

In January 1978, IRDOE began work on an eight-month project (VEA 78-3D-807) to design a program to increase the number of women entering non-traditional technological occupations requiring post-secondary education. Under the terms of that grant, a fully developed program plan was completed and delivered to the New York State Education Department for its consideration for use in the 1978-79 academic year.

This year the implementation of a Career Path Workshop program was begun, and incorporated much of what was accomplished in the planning phase. The content, format, and target population reflect modifications in the work produced by the planning task forces, in order to better accord with the intent of the Vocational Education Act amendments as interpreted in New York State. Other departures from those described in the planning grant final report were in response to several expressed concerns of the State Education Department: to increase the representation of women in those vocations in which they have traditionally been underrepresented; to strengthen selected vocational programs of study offered in postsecondary educational institutions by tapping the potential reservoir of talented women; and to provide a model for motivating and recruiting female students to consider and enroll in non-traditional major fields of study.

Since the long-term goal of the Career Path Workshop program is to encourage more women to consider non-traditional technical occupations by increasing their awareness of the existence and desirability of these careers, and by eliminating attitudinal barriers that have effectively locked women out of these fast-growing, rewarding occupational fields, ultimate assessment of the program will depend upon follow-up studies of participants. Prior to longitudinal study, however, one can cite proximate data regarding very positive participant response to the workshops and verbalized goals regarding non-traditional occupations. The complete data may be found in CASE Report #13-79.

Training Career Counselors for Handicapped H.S. Students
OE/BEH 451 AH 80112

The first year of this project offered a group of general counselors the special training needed to provide career development counseling for handicapped students in challenging inner-city and other urban high schools. Because these counselors worked within the special education program of the schools and in most instances made the special education homeroom their base of operation, they not only provided professional counseling service to students who normally receive almost none, but they also tested out a new role model and in effect a new specialty within the counseling field.

During the second year, we continued to refine the role model while training a second group of counselors for service. The major and distinctive elements of the role model include the following:

1. Affective sensitization.

2. Awareness of particular psychological reactions associated with particular disabilities.

3. Ability to understand and work with families in terms of their influence on career aspirations of their children.

4. Knowledge and use of service networks.

5. Knowledge of the world of work.

6. Ability to be an organizational development analyst and specialist, to understand the overlapping systems that impinge on any one disabled youngster.

7. Intimate knowledge of vocational assessment procedures to the point of permitting for modification of format and procedure of instruments to fit the client.

8. Ability to modify and develop career curriculum materials to meet individual abilities and needs of each youngster (be a career materials curriculum specialist).

The project also developed, as a kind of by-product, a compendium of modified career counseling activities that can be used with disabled students, including descriptions of the conditions under which they do and do not work. This compendium will be shared with the profession.

Another by-product of the project was a body of data that can further enhance understanding of career development of people with disabilities during the school years. Written records that remain with the project include a detailed log for each student that includes descriptions and evaluations of each activity conducted with that student, individually or in groups. Another written record is a detailed case report that is prepared by the interns, at the end of the school year, for each student with whom they have worked. These data will be available to researchers within CUNY and other institutions.

The first year was quite effective in preparing counselors for a new role that is neither regular school counseling, regular career counseling, nor rehabilitation counseling, but rather a new integration of both old and modified practices, building on theories from various sources. By concentrating the major portion of the training in the field site, the project made it possible to evaluate the training while it was going on. By means of this observation of the work of the interns in schools, the project staff continuously compiled information about effective and ineffective practices, both in the training of these counselors and in the services they provide in the schools.

This second year reflected improvements resulting from assessment of the first year's activities, such as in methods of recruiting and selecting interns, the contents and methods of the intensive September orientation program, the format of the logs that are maintained by interns, types of activities emphasized, relationships with staff members at the participating schools, and outreach programs for parents. These changes were based on the internal and external evaluations and were reflected in more effective training during the second year, which itself can be immediately and directly assessed by observing the effects of the counselors' efforts on the students, their parents, and school staff. The program will, in its third year, continue to train additional personnel and, on the basis of the three years' experience, be able to make a definitive statement about the new counseling role in serving handicapped students.

Futuring the Business Education Curriculum Needs
VEA 79-3C-694 GS

The Statewide Business Education Review Committee was established to make recommendations regarding new developments or modifications in the curriculum and structure of business education. The specific focus of the Committee's deliberations was to study the changing needs of business and recommend modifications in the business education curriculum so that it would articulate closely with those changes. In that manner students who have completed the curriculum could have the type of preparation, skills, and attitudes most likely to be needed by potential employers. Additionally, commitments of resources for buildings, equipment, and personnel could, hopefully, be predicated on reliable future circumstances.

Tentative recommendations regarding desirable changes in the business education curriculum were submitted by the Committee early in the year. Representing secondary school business education teachers, city directors of business education, business executives, college professors, district superintendents, and Bureau of Business Education personnel, the Committee presented to the field through regional and area meetings, as well. An evaluation by participants was solicited, and computer treatments of the data yielded overall concurrence, albeit variances among respondents regarding certain recommendations.

On the basis of the meetings, the evaluation thereof, and a hearing in Albany, a revised final report was prepared by the Committee. 14,000 copies were distributed in New York State, and will form the basis for SED workshops to explicate the recommendations and facilitate change.

Auto-Tutorial Modules for Reducing Sex Bias
VEA 79-3F-785 GA

The purpose of this proposal was to develop a self-contained, auto-tutorial learning kit designed to guide counselors, teachers, and administrators in the reduction of sex bias in school systems. Four modules have been developed, each containing an activitiy workbook-manual and a 3/4" 10-15-minute, color instructional videotape. Subject areas covered in the four modules are:

1. Developing an awareness of one's own personal biases: Recognizing the effects of sex-biased attitudes on the counseling and teaching process.

2. Understanding Title IX and VEA legislation: What is the law; recognizing and dealing with infringement of the law.

3. Methods in teaching and counseling for reducing sex bias: Activities designed to help teachers and counselors deal with students' and parents' sex-biased attitudes.

4. Reaching out to business and industry: Programs that schools can implement in order to reduce sex bias in the community.

It is anticipated that the auto-tutorial modules will be used by school personnel to: a) train faculty leaders, b) develop a more egalitarian educational program, and c) promote more egalitarian business practices in the community.

The modules will now be field-tested in several ways. Mechanical and item validity (timing, clarity of directions, etc.) will be ascertained, and the modules will then be tested at urban and non-urban school sites throughout the State. Subsequent to revision based upon the data gathered in the field test, the modules will be tested again. The final products will then be produced in quantity for dissemination.

A Man's Place (Previously Mister!)
VEA 79-3F-786

The proposed film, "You've Come a Long Way, Mister!" was redesignated "A Man's Place." It is for use as a counseling tool to stimulate the exploration of expanding roles for men. It is hoped that through a reduction in sex-stereotyped role expectations, there will be an increase in options for males and females and a greater opportunity for harmony in family and work settings.

Originally conceived as three film vignettes which would document the lives of men who have been able to adapt to changing sex roles at home, at school and at work, the format was changed slightly for artistic and

impact value, incorporating more vignettes. The film focuses on the potentially beneficial effects of a life style providing greater equality for both sexes. A leader's guide was developed to enable counselors and teachers to facilitate group discussions.

It is anticipated that the film will aid males and females in becoming more aware of changing patterns in family living and male-female interactions at home, at work and school. The film and discussion guide are designed to stimulate exploration and discussion about expanded roles of men in a world where females' roles are changing rapidly. Since family structures are composed of interdependencies, a change in one sex's role requires change in the other's. It is here that the film, by presenting stimulus situations, promotes understanding of the foregoing.

III. In-House Projects

This section deals with those activities that were either a contractual obligation of the administrative grant, an additional assignment during the year as an arm of the State's RCU, or undertakings designed to explore new concepts which could improve the vocational education process for students.

Urban Vocational Directors - Staff Development Activities

The staff development activities this year for the "Big Five" City directors and directors of urban BOCES were conducted in two prime sessions: December 14-15, 1978 in New York City, and March 29-30, 1979 in Syracuse. Agenda for both meetings are included in the Appendix. Of note, however, was the New York City meeting emphasis on the Youth Employment and Demonstration Projects Act of 1977 (YEDPA) where George Quarles, Chief Administrator of the New York City Board of Education's Center for Career and Occupational Education and his staff presented.

The Syracuse meeting, which included the Urban BOCES directors, treated sex-equity concerns, additions to the administrators' toolboxes, evaluation schema, computerization of the vocational director's offices, and the effects of declining enrollments (the latter presented by Herbert Bienstock, Regional Commissioner of the Bureau of Labor Statistics).

In addition to the foregoing, IRDOE facilitated eight additional meetings of a small-group nature. They included pre- and post-workshop planning and evaluation sessions, and impromptu meetings when several directors were in attendance at various professional meetings. As indicated in previous reports, at these informal, often shirt-sleeve meetings, updates on procedure and policies are obtained, and information and ideas are exchanged that would otherwise be lacking because of communications problems and otherwise busy schedules. And, again, while these meetings are designed to serve the directors, primarily, IRDOE benefits equally by learning of issues and problems requiring resolution.

Pre-Retirement and Mid-Life Career Exploration

IRDOE has recognized the need to serve an ever-growing population--the retired and those desiring to make mid-life career changes--and has both begun investigations and conducted programs in this regard. We are convinced that, more and more, coupled with the populations of adult disadvantaged, displaced homemakers, and underemployed adults, attention must be given to their needs and that expanded programs in this behalf can take up much of the slack in vocational enrollment by the dwindling youth population.

Additional efforts will be devoted to the problems of these groups in the coming academic year.

Special Interest Paper Series (SIPS)

To avoid the newsletter format of multi-item publishing, but to call to the attention of change agents items of import, IRDOE publishes the SIP series on an occasional basis. On the assumption that salient papers have meaning for select populations, the Institute provides in-depth, one-topic papers to the change agents selected as interested in them.

Distribution is intended for New York State personnel, and seldom exceeds 300 copies. We have continued to experience comments from persons throughout the nation, and previously some from other parts of the world, however. The international distribution is known to us: the Agency for International Development did distribute #14, "A Job-Oriented Curriculum Model" abroad. We are at a loss, however, as to who has shared copies of New York State distributions to other states.

This year three SIPs were distributed, although two additional papers were prepared. The latter will be disseminated in FY '80. The current titles are:

#17 - "Evaluation of a Community College Occupational Education Project for Homebound Students"

#18 - "A Comparison of Nine Strategies for Disseminating A Counseling Program for Re-Entry Women"

#19 - "Job and Task Analysis in the Evaluation of Vocational Education Programs"

IRDOE/CCOE Workshop

On February 15, 1979 IRDOE held what is hoped will be the first of many structured meetings between it and the Center for Career and Occupational Education (CCOE) of the New York City Board of Education. Through the cooperation of it's chief administrator, George Quarles, the CCOE staff met with IRDOE personnel for in-depth presentations regarding areas of mutual concern. The necessary groundwork having been laid, future meetings will respond to needs either agency may have which can be met in whole or in part by the other.

Joint Regional Workshop on Handicapping Conditions

In response to a need expressed by the SED, IRDOE undertook to facilitate a workshop on handicapping conditions on March 30, 1979. Over 175 persons participated in the facilities of New York University's Loeb Student Center.

Again, this is illustrative of the flexibility of the Institute in responding to an expressed need of SED personnel on short notice. Although not originally conceived nor budgeted in the original proposal, IRDOE was able to undertake the task with less than two months' lead time.

SED Office of Occupational and Continuing Education (OOCE) Staff Development

On June 21, 1979 IRDOE again enabled a staff development workshop in Albany for the OOCE. This workshop was conducted, generally, by the supervision group with IRDOE's peripheral assistance.

Although several months' notice was provided, it was yet another short lead time event and demonstrated IRDOE's ability to serve where SED offices were otherwise encumbered.

Presentations, Meetings, Seminars, etc.

Various meetings were attended or held throughout the year to accommodate constituencies by presenting papers, to gather information needed by IRDOE, to disseminate information needed in the field, etc. Among the meetings attended by the director or staff:

- National RCU Directors' Annual Meeting
- Eastern Educational Research Association Conference
- National Association of College Admissions Counselors
- Council for Exceptional Children Conference
- American Personnel and Guidance Association Workshops
- American Vocational Association Meeting

Even a sample of the meetings held by IRDOE would be too extensive for representative inclusion here. The following subject area presentation might be more appropriate:

- Pre-retirement
- Printing Trades
- Youth Groups
- CETA/City Planning Commission
- Dissemination
- Food Trades
- Industry/Education Cooperations
- Advisory Council Concerns
- Televised Interactive Education
- Cooperative Education
- Youth Employment
- Association of Business, Labor, and Education Concerns

IV. Contracted Services

Requests for services are regularly responded to by IRDOE, in its capacity as a component of the State RCU and a downstate outreach of the OOCE. Generally, such service takes the form of presentations, consultations, and research or evaluation design discussions of not more than one-day duration. Requests for service beyond several days (e.g., formative evaluation activity for the life of a project) are considered on a contractual basis if they complement SED or IRDOE thrusts.

This year staff undertook the "Youth Employment South Bronx (YES Bronx)" project evaluation since youth employment and school-to-work linkages were high on IRDOE's priority list. This project, conducted jointly by the CCOE and Hostos Community College, presented aspects of a continuum concept that appeared to have great possibilities. Various problems in start-up operations, as well as unforseen circumstances during implementation, forced project management to extend the project into the FY '80 school year, and IRDOE is expected to continue then.

Several additional requests for extended services could not be honored. One was not occupationally-oriented. Two others would have required personnel commitment beyond our capacity. In this latter regard, attention is called to this same section in Annual Report No. 7. It will be noted that IRDOE recommended funding supplementals in the field to accommodate the newly-formed bureau structures in the Division of Occupational Education Planning, Research, and Evaluation. Specifically, to extend the capabilities of a small bureau for evaluation, it was suggested that certain adjunct agencies (IRDOE and Cornell's CIOE among them) be funded to maintain an evaluation section. Staffing would then enable a work load beyond current capabilities and enable more cost effective utilization of resources.

Since various delays in implementing the evaluation bureau militated against consideration of the recommendation during this school year, it is hoped that the next school year will witness greater movement toward such a concept.

V. Retrospect and Prospect

It has been the Director's practice to use this section for an informal, general appraisal of the year past and to project priorities for the future. The lead paragraph in last year's report is equally applicable now:

> While the accomplishments noted in the preceding pages evoke much pride on the part of the director and staff of IRDOE, we note with humility that our activities are miniscule in terms of all that could be done to improve occupational education for students in New York State and

the nation. We commit ourselves to continue to identify problems and concerns in the field, and to provide implementable information and products designed to ameliorate, if not eradicate, those shortcomings.

We did, additionally, anticipate an evaluation of IRDOE by a third-party evaluator or team. This did not bear fruition, due to certain reorganizational activities of the Graduate School and University Center. Hopefully, such an evaluation will be forthcoming in FY '80. We do believe that periodic formative evaluation can maximize success by looping information to management for appropriate decisions and action, and IRDOE can benefit as much from objective assessment as any agency.

With the encouragement and continued support of the State Education Department, our Advisory Council, the Graduate School and University Center, CUNY, and the various agencies with which we have established cooperative relationships we will continue to follow our long-range plan. The special emphases will be determined by the circumstances of the times. For example, we can anticipate now that the economic downturn predicted will result in unemployment of considerable dimension. Accordingly, we are gearing for resource allocation toward re-training, placement, and counseling functions appropriate to the anticipated needs. Except for demonstration activity, however, in keeping with our "START-UP" project, our efforts will be directed toward service to agencies properly geared for programmatic ventures.

VI. Special Acknowledgments

In the last half of FY '78 a new Assistant Commissioner for Occupational and Continuing Education was appointed, and it was reported here that IRDOE was encouraged by brief meetings with him promising progress toward mutual goals. It can now be stated that our early estimations were wrong--that Gerald L. Freeborne has exceeded our conservative hopes for FY '79 and that the future of occupational and continuing education in New York State is indeed bright for FY '80. We have watched the momentum gaining under his leadership, and now anticipate snowballing in some areas. Accordingly, we pledge, in turn, to increase our efforts toward fulfilling the State's plan for occupational education in behalf of the students and employers present and future.

No more will be said of Dale Post, Alan Robertson, Bill Boudreau--SED personnel who continually contribute to our successes. A brief word will be said, however, about Doris Belton who, because of a quiet efficiency, has heretofore not been acknowledged. We too often take for granted the benefits accrued through the efforts of unassuming individuals.

And, similarly, we have not nearly acknowledged sufficiently the contributions of Florence Sutler, Director of the Division of Occupational Education Planning, Research, and Evaluation. Early to recog-

nize the possible benefits of research and development outreaches, Ms. Sutler's planning skills supported IRDOE through its infancy and subsequently continued her encouragement with constructive criticism of our efforts and praise when we deserved it.

Lastly, to the entire staff of IRDOE, this writer's personal thanks for what seemed to be superhuman effort very often. That each member perceives the activities as a labor of love and a contribution to the field is a mark of complete professionalism. To put up with the hard-driving, meticulous commitment of the professional staff is a mark of the support staff's unusual identification with the tasks. And in this latter regard, every organization deserves a Rebecca Hayes--an all-round support staffer par excellence--and ubiquitous Melanie Bentley, Executive Assistant, who insures the smooth operation of the entire Institute.

APPENDIX

STATE UNIVERSITY
AGRICULTURAL AND TECHNICAL COLLEGE
EDUCATIONAL OPPORTUNITY CENTER
FARMINGDALE, NEW YORK 11735

PROGRAM DEVELOPMENT & RESEARCH
DEPARTMENT

(516) 420-2280
420-2281

6 February 1979

Institute for Research & Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York
33 West 42 Street
New York, New York 10036

Dear People:

The Educational Opportunity Center is in the process of researching and implementing an occupational information testing and counseling program. We are aware of the extensive work you have been doing in this field and hope you might share some of your knowledge with us. In particular we are in need of information regarding career and occupational interest surveys, aptitude tests, and materials to establish career resource files.

Any assistance you can offer us will be appreciated.

Sincerely,

Joyce R. Adler

Joyce Adler

Maria Marwill

Maria Marwill

nd

HOUSING
CORPORATION
OF NEW ZEALAND

HEAD OFFICE, LAMBTON HOUSE, 152-172 LAMBTON QUAY

Please address all letters to "The Director-General", Box 5995, Wellington, quoting our reference 30/1
TELEPHONE 721-294

5 July 1979

The Director,
Institute for Research & Development
in Occupational Education,
1411 Broadway N.Y.,
NEW YORK, 10018.

Dear Sir,

Some time ago we obtained a copy of Barrier-free design: accessibility for the handicapped by Phyllis L. Tica and Julius A. Shaw Publication case -06-74.

The Housing Corporation of New Zealand has increasingly become involved in building units for the handicapped and this publication answered a need for design material where little was available that suited our particular needs.

The library has now been requested to obtain seven more copies to be sent to construction offices for design purposes. We were grateful to receive our first copy free but include an order form to authorise invoicing of order. If it is necessary to pre-pay please inform price and postage.

Yours faithfully,

E. S. Forrest (Mrs)
for Director-General

UNIVERSITY OF HAWAII · KAPIOLANI COMMUNITY COLLEGE

Student Services Center

July 9, 1979

Dr. Lee Cohen
Institute for Research and Development
in Occupational Information
City University of New York
33 West 42nd Street
New York, New York 10036

Dear Dr. Cohen,

I have recently returned from the College Placement Council's Summer Institute on Occupational Information. As you possibly know, Robert Hoppock conducted the seminar. During the week we spoke often about the uses of computer systems in regard to career guidance and exploration. Since I am embarking on a new Career Development Center, he thought it advisable that I become aware of Barbara Heller's report on Evaluation of Computers in Community Colleges, prior to our aquisition of any computer hardware or system such as SIGI or GIS. Thus I am writing to you for a copy; if there is a cost involved, I'd be happy to send it by return mail.

Dr. Hoppock spoke highly of this study and I'm sure you will be receiving numerous requests. There seems to be a great deal of indecision throughout the Career Education community as to the pros and cons of computer utilization, and I understand Ms. Heller's report addresses most, if not all of these concerns.

Thank you very much for your assistance and warm regards and Aloha from Hawaii,

Jerry Lamb
Coordinator, Career and Personal Development

JL:po

Building 853·620 Pensacola Street·Honolulu, Hawaii 96814
An Equal Opportunity Employer

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and associates
Architects
2255 east 18th ave.
denver, colo. 80206
area 303/399-7871

July 2, 1979

The Graduate School and University Center
of the City University of New York
Institute for Research and Development in
Occupational Education
Graduate Center, 33 West 42 Street
New York, New York 10036

Attn: Lee Cohen, Ph.D.

Gentlemen:

We are in receipt of your publication, Barrier Free Design, and in response to your question about how we are using this material.

We are presently designing a 206 unit apartment house having an emphasis on barrier free design. Attached is a summary of the project description.

We hope to begin construction early in November of 1979. I am certain that your publication will be of assistance and has become part of an extensive research program on our part for this project.

Sincerely,

MAXWELL L. SAUL AND ASSOCIATES

Maxwell L. Saul

MLS/pa

encl.

34 Bradfield Drive
Somers, Connecticut 06071
November 14, 1978

Lee Cohen, Ph.D.
Director
Institute for Research and
Development in Occupational Education
City University of New York
New York, N.Y.

Dear Dr. Cohen,

Thank you for the copy of "Barrier-Free Design: Accessibility for the Handicapped by P. Tea and J. Shaw.

This note is in response to the enclosure request as to the use to which the publication will be put. Currently I am designing the interior spaces of a new office suite for three optometrists. A significant number of patients in wheelchairs will use their facilities. We wanted the new offices to be easily accessible to them.

In addition, I will show the booklet to my former interior design professor at the University of Connecticut.

The information will be most valuable to all concerned.

Yours truly,
Diane Goldberg M.A.

LIBRARY
SPRING GARDEN COLLEGE
102 EAST MERMAID LANE CHESTNUT HILL, PENNA. 19118 215-242-3700

March 5, 1979

Dr. Lee Cohen
Center for Advanced Study in Education
Institute for Research and Development
in Occupational Education
Graduate Center
33 West 42nd Street
New York, New York 10036

Dear Dr. Cohen:

Thank you for sending me a copy of "Barrier-Free Design: Accessibility for the Handicapped" at no charge. This information will be made available to a number of colleges at the Tri-State College Library Cooperative meeting of their Audiovisual Interest Group.

This meeting entitled "Libraries For Everybody" will provide exhibits and speakers on media for the handicapped for librarians and media specialists. It is hoped that this program will help these persons develop a better understanding of the needs of the handicapped. Your publication will be on display as a source of specifications with the information for obtaining this publication.

Sincerely yours,

Edward R. Huehn

Edward R. Huehn
I.M. Specialist

ERH/ens

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N.Y. 11201

FRANK J. MACCHIAROLA
CHANCELLOR

December 7, 1978

Dr. Lee Cohen
Institute For Research and Development
In Occupational Education
33 West 42nd Street
New York, NY 10036

Dear Dr. Cohen:

Our school system has received funding to develop a computer-based comprehensive New York Career Information System (NYCIS). The NYCIS will contain a computerized career guidance assessment, an occupational file containing 250 job descriptions including occupational outlook statements, a training file containing data on two and four year colleges, a financial aid file and a human services file. A vital component to the success of such a system is a governance structure that is representative of schools and educational agencies, government, and business and industry. To this end we are inviting you (or your designee) to join a Steering Committee to collaborate with us in the development of a sound system. Dr. Peter Mollo, Director, NYCIS will be the educational advisor to the committee.

Dr. Richard Vigilante, Administrator of the Metropolitan Educational Laboratory and Mr. George Quarles, Administrator, Center for Career and Occupational Education will co-chair the committee during the initial stage of the project. We are planning to hold our first meeting in early January.

Kindly notify Dr. Mollo (110 Livingston Street Room 720, Brooklyn, NY 11201, telephone 596-5850) as soon as possible regarding your participation.

Attached also find a list of other individuals and organizations invited to join.

I am enclosing CAREER INFORMATION SYSTEMS: STANDARDS FOR ORGANIZATION AND DEVELOPMENT, recently published by the US Department of Labor, Employment and Training Administration. Although the entire publication is of interest the section on "Organizational Structure of a Career Information System" should be especially noted (pp20-22).

Very truly yours,

Frank

Frank J. Macchiarola
Chancellor

FJM/PJM/kg

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3896, -3806

November 27, 1978

To: Directors of Occupational Education

Buffalo - Robert Fritzinger
New York City - George Quarles
Rochester - Edgar Hollwedel
Syracuse - Hans Lang
Yonkers - Rocco Cardillo
State Education Dept. - Dale Post

Once again it is time for our semi-annual workshop in New York City, and this memo is intended as both an advisement and a request for certain information.

The meeting will be held on December 14-15, 1978 at

The Americana City Squire Inn
Broadway, 51st-52nd Streets
New York, N.Y. 10019
(212) 581-3300

The tentative agenda is as follows:

December 14

Check-in and Registration	12:00 Noon to 3:00 P.M.
Welcome and Announcements	3:00 P.M. - Hollwedel/Cohen
Youth Employment and Demonstration Projects Act of 1977 (YEDPA)	3:30 P.M. - Quarles
CETA Regulations and Problems	4:30 P.M. - To be announced
Dinner	6:00 P.M.
Cracker-Barrel Session	7:30 P.M. - Post

December 15

Breakfast	7:30 A.M. - On your own
The Relationship of CETA Prime Sponsors and YETP to LEA's	8:30 A.M. - Quarles et al.
Coffee Break	10:15 A.M.
Critical Issues (YCCIP, Labor Unions, etc.)	10:30 A.M. - Group discussion
Lunch	12:30 P.M.
Summary and Planning Session	2:00 P.M. - Post/Hollwedel

URBAN OCCUPATIONAL EDUCATION ADMINISTRATORS' WORKSHOP

March 29-30, 1979

Syracuse Hilton Inn
1308 Buckley Road
Liverpool, N.Y. 13088

Sponsored Jointly By

Institute for Research and Development
(City University of New York)
and
Large Five City Directors of Occupational Education

HOST: Syracuse City School District

AGENDA

A notice of the dinner arrangements and meeting rooms will be attached to your registration slip at the registration desk.

Thursday, March 29

4:00 - 6:00 p.m.	Check-in and registration
6:00 p.m.	Dinner
8:30 p.m.	"We've Come a Long Way, Maybe" Donna Keirsbilck, Asst. Dir., BOCES #2
9:00 p.m.	Administrator's "Toolbox" Lee Cohen

Friday, March 30

7:30 a.m.	Breakfast
8:30 a.m.	Measuring Effectiveness of Programs Ted Abramson
9:30 a.m.	Data Collection and Treatments by Computer Ted Allen, Data General Corp.
10:30 a.m.	Effect of Declining Enrollments Herb Bienstock, Regional Commissioner, Bureau of Labor Statistics
11:30 a.m.	News from Albany Dale Post
12:30 p.m.	Lunch
1:30 p.m	P.R. with the Federal Government Group Discussion, Lee Cohen
3:00 p.m.	Discussion of Plan to Share Information Ed Hollwedel
4:00 p.m.	Adjournment

INDIANA UNIVERSITY
Audio-Visual Center
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337- 8087

November 28, 1978

Dr. Lee Cohen
Center for Advanced Study in Education
University Center of City Univ. of New York
33 West 42nd Street
New York, New York 10036

Your print of TURNING POINTS: A PROFILE OF THREE ADULT WOMEN IN COLLEGE was mailed back to you on Wednesday, November 22. Thank you for permitting us to evaluate it. We were able to show it to a group of about 12 women from the university and Bloomington communities. The reaction was very favorable with a number of suggestions for utilization and potential audiences. One university administrator suggested that it would be useful as a recruitment film. Several 'student-mother' viewers observed that they would like their children to see the film so that the children would have a better understanding of what they were doing--of course it is obviously useful in programs run through Continuing Education divisions.

We are very interested in TURNING POINTS and hope that you will consider distribution through Indiana University. Please let me hear from you as soon as you have made your decision.

Sincerely,

Pat Wetmore

Patricia C. Wetmore
Director of Field Services

PCW/pwc

Sex-Fair Interest Measurement: Research and Implications

The National Institute of Education
U.S. Department of Health, Education and Welfare
Washington, D.C. 20208

Sex-Fair Interest Measurement: Research and Implications

Edited By

Carol Kehr Tittle and Donald G. Zytowski

April, 1978

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Washington, D.C. 20208

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New York State Personnel and Guidance Association, Inc.

—New York State Branch APGA—

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March 26, 1979

Lee Cohen
BHE CUNY
33 W. 42 St.--Room 1430
New York, New York 10036

Dear Lee,

Congratulations on your recent election to your new post in NYSAHEAD. You will find that the responsibilities will be challenging but rewarding from a professional standpoint. We have been extremely lucky to continually get people of such a high caliber for this position.

Next year is going to continue to be rigorous. It will be extremely important to acquaint you with the duties of your new position as soon as possible. If this office can be of any help in the interim, I invite your inquiry.

No doubt you are aware that the Senate and Executive Council will be meeting on May 5th at the Americana Inn in Albany as part of the Mini-Conference. You might be willing to sit in as an observer if you are not already doing so in some other capacity.

Again, congratulations and I personally look forward to working with you in the future.

Sincerely,

Bob

Robert L. Patterson
Executive Director

RLP:jas

PSCcuny

Professional Staff Congress/City University of New York
25 West 43rd Street New York, New York 10036 212/354-1252

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April 3, 1979

Mr. Lee Cohen, Director
Graduate Center/CUNY
33 West 42nd Street
New York, N.Y. 10036

Dear Mr. Cohen:

The Retirees Chapter of the Professional Staff Congress, City University of New York, is delighted that you will speak on Transition to our Retirees Seminar on Monday, April 23rd. The meeting will be held in the Third Floor Studio of the City University Graduate Center, 33 West 42nd Street, starting 9:45AM.

The Program will include:

9:45	Registration and coffee
10:00	Welcome - Winters, Polishook, Ryan
10:25	Panel on Pension Plans - TRS, TIAA, NPS and Health Insurance Plans - Berryman
11:45	Coffee break
12:00	IRS, Pension Funds - Schwartz
*12:30	"Transition" - Cohen, Fizdale

The Committee hopes you will be our guest at lunch, following the seminar. Will you kindly notify Ms. Weinberg, tel. 354-1252, whether or not you can be with us.

Cordially yours,

Earl Ryan

Earl Ryan, Chairman
Retirees Semianr Committee

ER:ZK
opeiu #153 afl-cio

St. Francis (Elizabethan Room A, Second Floor) 8:45-10:15

30.07 / RESEARCH ORGANIZATIONS IN EDUCATION: THE AMERICAN REGISTRY OF RESEARCH ORGANIZATIONS IN EDUCATION (Symposium, AERA)

CHAIR (To be announced)
PARTICIPANTS *Laure Sharp, Bureau of Social Science Research*
Joanne Frankel, Bureau of Social Science Research
Rolf Lehming, NIE
DISCUSSANTS (To be announced)

Hilton (Continental Parlor 3, Ballroom Floor) 8:45-10:15

30.08 / THE TECHNIQUES OF EDUCATIONAL PROJECT MANAGEMENT (Symposium, SIG/Research Management)

CHAIR *Steven J. Gyuro, National Center for Research in Vocational Education*
PRESENTORS Techniques for Managing Research Projects. *Lois-ellin Datta, NIE*
Techniques for Managing Development Projects. *Donald C. Findlay, National Center for Research in Vocational Education*
Techniques for Managing Evaluation Projects. *Gary M. Kippel, Office of Educational Performance Accountability, New York City*
Techniques for Managing Dissemination Projects. *Darrell S. Willey, New Mexico State University*
Techniques for Managing Educational Projects. *Desmond L. Cook, Ohio State University*
DISCUSSANTS *Charles M. Sission, Center for Improved Education, Battelle Memorial Institute*
Sidney C. High, U.S. Office of Education
Stanley Rumbaugh, Vocational Education Research Coordinating Unit, Michigan
Lee Cohen, Institute for Research Development in Occupational Education, City University of New York

---

St. Francis (Victorian, Second Floor) 8:45-10:15

30.09 / ORGANIZATIONAL MEETING (SIG/Research in the Future of Education)

CHAIR *Frank F. Matthews, University of Houston*

Hilton (Balboa, Ballroom Floor) 10:35-12:05

31.01 / THE ACQUISITION OF LITERACY IN THE BILINGUAL/BICULTURAL CONTEXT (Symposium SIG/Research in Bilingual Education)

CHAIR *Concepción Valadez, UCLA*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF HIGHER AND CONTINUING EDUCATION
WASHINGTON, D.C. 20202

November 28, 1978

Mrs. Barbara R. Heller
Institute of Research and Development
in Occupational Education
Center for Advanced Study in Education
Graduate School and University Center
City University of New York
33 West 42nd Street
New York, New York 10036

Dear Mrs. Heller:

Thank you for your letter and copies of the final report on your Title VIII Research Grant. I managed to read it at home over last weekend (things are too hectic at the office) and I want to commend you and Linda Gross for doing a thorough and carefully documented study, and also for getting the report in on time. Lee Frederick and I both read it with interest, and I think both of us are convinced that more needs to be found out about the differences and similarities between men and women co-op students in both similar and dissimilar jobs. Like every good research study, yours prompts a number of additional questions: viz., would the results be different with more advanced and experienced students? and, if the same students tested in your study took the same test three years hence, how would the results differ?

I would appreciate it if you could send us a dozen additional copies, for our own staff and others who would be interested. Also, I'm sure our Co-op Training Directors (see enclosed copy of George Miller's Hotline, last page for names and addresses) would appreciate copies.

If you get here with time to spare, I would welcome the chance to visit with you. Meantime, best wishes to you in the conduct of your current research.

Sincerely yours,

John L. Chase

John L. Chase, Chief
Cooperative Education Branch

Enclosure

1:45-3:00 P.M.

"New Varieties of New York State Programs" Clearbrook A

Speakers: Mary Reed, BOCES, Saratoga-Warren Co.; Katherine Quigley, BOCES, Occ. Ed., Valhalla, NY; Dr. Lee Cohen, City University of NY

Chairperson: Steve Shell

"Developing Leadership Through Work Experience" Clearbrook B

Speaker: Lou Cohen, Div. of Occ. Ed., S.E.D.

Chairperson: Reinhold Kluge

"New Funding Services & Skills in Cooperative Ed." Westchester Suite

Speakers: Senator Mary Goodhue, 37th Senatorial Distr.,; Regents Board Member Edward Meyer Room C

VISIT YOUR EXHIBITORS -- Mezzanine

3:15-4:30 Clearbrook A & B

"Federal Revenue Act (1978) PL 95-600"

1. What is the Employer Tax Credit Bill?
2. Will your Placement Program be acceptable for Tax Credit?
3. Will this bill create a demand for more coordinators?
4. How much tax credit does an employer get?

Speaker: Doug Adamson, State Ed. Department, Albany

Chairperson: James Volk

4:45 - COCKTAILS Mezzanine

E X H I B I T O R S

American Technical Socity

Charles A. Bennett Co., Inc.

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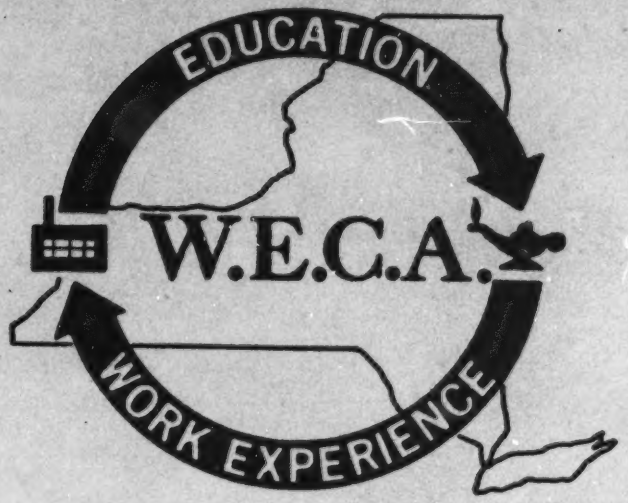
(Note: Swimming Pool is open until 7PM)

W E C A S P R I N G C O N F E R E N C E

APRIL 27, 1979 - RAMADA INN, ELMSFORD, NY



Conference Chairperson....Mary Coroneos

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....James Volk
....Jane Wenning

Conference Committee.....Dan Brady
.....Steve Shell

WECA SPRING CONFERENCE

RAMADA INN, ELMSFORD, NEW YORK

FRIDAY APRIL 27, 1979

8:00 A.M. ..... Registration

8:30-9:00 A.M. ..... Coffee and

EXHIBITS ARE OPEN AT 8:30 A.M.

9:00-9:15 A.M. ..... Welcome & Plenary Session

President, New York State WECA
Joseph Jansen - Presiding — Westchester Suite Room C

9:15-10:30 A.M.

"Cooperative Education--Old Answers to New Problems" — Clearbrook A

Chairperson: Renee C. Sherline
Director Cooperative Bureau, N.Y.C.

Connecticut Co-op Programs & Prize-Winning Film, "Sleeping Giants Film Co." — Clearbrook B

Speakers: John Allgood, CWE-DO Coordinator, Brien McMahon H.S., Norwalk, CT.; Larry Dennis, CWE-DO Coordinator, Norwalk H.S., Norwalk, CT.; Louis DePaul, CWE-DO Coordinator, Newton H.S., Newton, CT.

Chairperson: Roy Rich

.... cont'd

9:15-10:30 A.M.

"Co-op and the Handicapped" — Westchester Suite Room C

Speaker: William Haines, Job Developer for Handicapped, NYC; Dan Brady, Occupational Education, BOCES So. Westchester, Elmsford, NY.

Chairperson: Dan Mulligan

10:30-11:00 - Coffee

VISIT YOUR EXHIBITORS -- Mezzanine

11:00-12:15 P.M. — Clearbrook A
A Repeat Of: "Old Answers To New Problems"

"How to Write Grant Proposals" — Clearbrook B

Speakers: Dr. Howard Friedman, Board of Ed., NYC; William Boudreau, Div. of Occupational Education, S.E.D.

Chairperson: Irving Mahl

"Try Starting New Co-op Programs, Or Improve The One You Have" — Westchester Suite Room C

Speaker: Sue Gubing, Director of Cooperative Work Experience Programs for the Smithtown School District

Chairperson: Spencer Schwartzback

VISIT YOUR EXHIBITORS -- Mezzanine

12:30-1:30 P.M. LUNCH

Speaker: Mark A. Rogalia, Arnold Standard Review Corp. — Westchester Suite Rooms A and B

.... cont'd

Madrid , 30 de enero de 1979 .-

City University of New York
Institute for Researcer and Development in
Occupational Education
1411 Broadway
New York , N.Y. 10018
ESTADOS UNIDOS .-

De mi mayor consideración:

tengo el sumo agrado de dirigirme a Uds. a los efectos de solicitarles información acerca de los cursos o seminarios realizados por ese prestigioso Centro.

Asimismo, me interesaría fundamentalmente ponerme en contacto con algún profesor vuestro especializado en temas sobre " Cooperativismo " , a fin de poder recabar datos e información de modo directo bajo su colaboración y dirección, para lo cual estaría dispuesto a trasladarme a los Estados Unidos en fechas próximas y con una duración aproximada de 15 días .

El motivo de la presente, es ampliar y desarrollar mis conocimientos sobre "Cooperativismo" para la investigación (Tesis Doctoral) que estoy realizando al respecto .

A la espera de vuestras prontas noticias, aprovecho la oportunidad para saludarles muy atentamente .

Juan José RUBIO UNANUE
Licenciado en Ciencias
Económicas y Empresariales.
Gral. Pardiñas 34 - 3H
Madrid - 1 (ESPAÑA)

54

BD./: Director , Dr. Lee Cohen .-

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N.Y. 11201

FRANK J. MACCHIAROLA
CHANCELLOR

January 4, 1979

Dr. Alan Gartner
The Graduate School and University Center
Center for Advanced Study in Education
33 West 42 Street
New York, New York 10036

Dear Alan:

This is just to express my appreciation to you for the efforts of your staff in behalf of the Board of Education's thrust this year. It has been good to know that we can call upon CUNY personnel when special expertise is needed.

In particular, I am very pleased with the work of the Institute for Research and Development in Occupational Education. Dr. Cohen's consultations with us regarding the handicapped, computer assisted guidance, and the applications of communicasting have been most helpful. The NYCIS of Metrolab is a direct outgrowth of IRDOE's demonstration in five New York City High Schools, and his participation on its Steering Committee is of great value. The post-graduate career counseling interns are serving our handicapped students very well while receiving training and supervision by the Institute. Dr. Morris Friedman has apprised me of Dr. Cohen's progress toward cooperation with out Channel 25 TV station in his "communicasting" endeavor.

Keep up the good work! I look forward to continued productive associations.

Sincerely,

FRANK J. MACCHIAROLA
CHANCELLOR

FJM:mc

CITY SCHOOL DISTRICT
13 FITZHUGH STREET SOUTH
ROCHESTER, NEW YORK 14614

April 5, 1979

EDGAR J. HOLLWEDEL
Supervising Director
Career, Occupational &
Continuing Education

Dr. Lee Cohen, Director
Institute for Research and
Development in Occupational
Education
CUNY - CASE - Graduate School,
University Center
36 West 42nd Street - 14th Floor
New York, New York 10036

Dear Lee:

You did it again! The Urban Occupational Education Administrators Workshop that you planned and led last Thursday and Friday was certainly all that I had hoped. All those that attended were very gratified. The conference left us with "food for thought" and definite directions in which to look in order to meet the challenge of planning for Occupational Education in an Urban setting.

Lee, it was a pleasure working with you in the preliminary planning for this workshop. You put it together and carried it off in your traditional fashion.

Thank you for your continued efforts in behalf of Occupational Education. Also, thank you for your willingness to share your expertise and energies.

Sincerely,

E.J.

Edgar J. Hollwedel

EJH:nj

xc: Mr. Cardillo
Mr. Fritzinger
Mr. Lang
Mr. Quarles
Mr. Freeborne
Mr. Post

ECSU-5

EDUCATIONAL COOPERATIVE SERVICE UNIT FIVE

524 North 3rd Street - Staples, Minnesota 56479 - (218)894-1930

February 21, 1979

Lee Cohen, Director
Institute for Research and Development
in Occupational Education
33 West 42nd Street
New York, N.Y. 10036

Dear Lee:

Utterly fantastic! That is what you are and communicasting is all about!

We thoroughly enjoyed the opportunity to meet with you last week to discuss communicasting. We also had a good day in Washington at the FCC as well as other places. I'm sure Dick Lundgren will be filling you in on the details. Somehow, we will have communicasting in the schools located in the boondocks of Minnesota.

Again, we appreciate your assistance and kind hospitality. You're a good man, Lee Cohen. In this age of ultra conservatism you are a candle of hope. You'll be hearing from us in the future.

Best personal regards and I remain,

Sincerely yours,

Richard T. Hegre
Executive Director

RTH/je

EAGLE BEND SCHOOL DISTRICT 790

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Art Dickson, Elementary Principal

EAGLE BEND, MINNESOTA 56446 (218)738-8442

February 21, 1979

Dr. Lee Cohen
Professor, Director
Center for Advanced Study in Education
Institute for Research and Development in
Occupational Education
The Graduate School and University Center of the
City University of New York
33 West 42nd Street
New York, NY 10036

Dear Dr. Cohen:

On behalf of Mr. Will James, Superintendent of the Eagle Bend Public School system, Mr. Dick Hegre, Director of ECSU, and myself, we wish to extend our gratitude to you for the amount of time that you were able to give us concerning Communicasting project. It was due to your efforts and hard work that we came upon this idea to alleviate several problems within our school district, as well as those of districts within our area. For your initiative, dedication, determination to the success of this project, we will forever be grateful.

After our lengthy discussions with you, we met with Barry Umanske at FCC. Like you, he wishes us great success in our endeavor. We were sad to learn from him that at the first part of March he will be leaving the FCC and taking a position with NBA (National Broadcast Association). He assured us that he would do everything possible between now and then to help us with our project. Furthermore, we had the distinct feeling that Mr. Umanske would not actively oppose our petitions with the FCC for permission to use Communicasting within our school districts, even though he will be representing our adversary.

We also met with representatives from HEW and discussed the implications of Communicasting and potential funding for needed equipment. To this end we have the distinct feeling that HEW would not be able to provide us with funds to start up our Communicasting project on our target date of September, 1979, because of the way their grant structure is formulated. However, we did receive assurances that representatives of HEW would indeed begin to look at the potential possibilities

that Communicasting could provide in the areas of education, health and welfare. To this end we feel that we were extremely successful.

The strongest advocate of Communicasting within the HEW, we learned, like Mr. Umanske, has just recently left to take a position in private industry. But we did succeed in acquiring the names of several individuals that would definitely become involved in doing some research on this topic.

The special Task Force that we informed you about has had a Chairman appointed. His name, as we understand, is Paul Jones. He is in the process of putting together the remaining members and it is hoped that the Task Force will be in operation by the middle of March. We would encourage you to contact Mr. Jones and provide him with information with regard to Communicasting, as well as a strong endorsement for both your project and ours. Evidently there have been several inquiries already from other school districts trying to determine the feasability of establishing a Communicasting project within their areas. We still believe that our chances of succeeding with a pilot demonstration site are excellent, but we want to reinforce those possibilities as much as possible.

Another individual for possible contact is a Nina Cornell in Division of Plans and Development within the FCC. She evidently has received some information with regard to Communicasting and according to Mr. Umanske, feels that demonstration sites should be chosen for experimentation purposes. This would be another individual to contact.

Jack Meeks, the aide to Representative Arlen Stangeland, was very helpful. Without his hard work and determination to get appointments with these individuals, we feel we would not have been as successful as we were. He has assured us that he will continue to give us every possible amount of help that we need to assure success with this project.

If you have any information which you feel might be pertinent or beneficial in succeeding with the FCC application, please feel free to contact him with regard to this matter.

Again, we wish to extend our sincere thanks to you. We never dreamed that you would be willing to spend over six hours of your precious time with several individuals representing small rural schools, as you did. We shall always remember, as a result, our visit to New York City and the warm sincere welcome you gave us. If you have any other additional information with regard to the Communicasting project please do not hesitate to inform us.

Sincerely,

Richard W. Lundgren

Richard W. Lundgren
Principal

rwl/d

September 24, 1979

Dr. Lee Cohen, Professor, Director
Center for Advanced Study in Education
Institute for Research and Development in
Occupational Education
The Graduate School and University Center of
the City University of New York
New York, New York 10036

Dear Dr. Cohen,

This past week I had the privilege of reading "Communicasting for Educational Purposes" the Title IV-C ESEA grant proposal developed by the Eagle Head, Clarissa and Bertha-Hewitt school districts. The proposal has so much potential, for education, and for many communication needs of society.

Last month your secretary very kindly sent materials to me which have aided my awareness and understanding of the technology of communicasting. This technique may be adaptable to so many locations because of the relatively low cost and ease of installation. I admire your effort to share this information and to encourage communicasting development with the "Communicasting for Educational Purposes" personnel.

Thank you for helping me learn more about communicasting; I do appreciate.

Sincerely,

Maxine Jones

Maxine Jones, Graduate Student
Department of Curriculum and
Instruction
Division of Instructional
Technology
University of Wisconsin-Madison
6785 Schroeder Road, Apt. #7
Madison, Wisconsin 53711

cc Mr. Richard Lundgren

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201

522-5122

GEORGE R. QUARLES
CHIEF ADMINISTRATOR

February 22, 1979

Dr. Lee Cohen
Center for Advance Study in Education
Institute of Research Development for
Occupational Education
33 West 42nd Street
New York, New York 10036

Dear Dr. Cohen:

Thank you on behalf of all of us from the Center for Career and Occupational Education (CCOE) who had the pleasure of attending the meeting sponsored by IRDOE on February 15th. Many staff members have commented that they were quite pleased with the program.

You and your staff were superb in presenting the many projects in which IRDOE is involved. Of special interest to me were the presentations on the handicapped, sex sterotyping and ISSOE. I would have liked to have spent the entire day discussing your numerous activities and having your people hear of our programs. Perhaps we can plan for a more extended stay next time.

As a result of CCOE's exposure to IRDOE resources, we will be able to surface, during our program development and planning phases, methods through which your Institute can become involved in our numerous pursuits. I am looking forward to even closer cooperation between CASE-IRDOE and CCOE in the future.

Thank you again for your support.

Sincerely,

George R. Quarles

George R. Quarles
Chief Administrator

GRQ:rc

150 East 18th Street
New York, N.Y. 10003
March 3, 1979

Lee Cohen, Ph.D.
CASE/IRDOE
CUNY Graduate Center
33 West 42nd Street
New York, N.Y. 10036

Dear Dr. Cohen,

I would like to thank you for taking the time to meet with me on Friday, March 2nd.

The materials that you shared with me were impressive and exciting, and I plan to follow up your many suggestions shortly. I left your offices with renewed enthusiasm for both my dissertation and the field of counseling psychology.

Most of all, I appreciate your gracious reception and kind attentiveness. Thank you once again for taking the time to respond to me is such a supportive, considerate manner.

Sincerely,

Sharon Friedberg

Sharon Friedberg

NEW YORK STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

1104, 99 WASHINGTON AVENUE

ALBANY, NEW YORK 12230

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Executive Director
518-474-8648

January 19, 1979

Dr. Lee Cohen
Director
Center for Advanced Study in Education
City University of New York
33 W. 42nd Street
New York, New York 10036

Dear Dr. Cohen:

The spring, 1978, issue of the New York University Education Quarterly carried an article by you and Dr. Leonard West entitled "Occupational Curricula - The School Job Match". I would very much like to have a copy of this article. Could you please send one?

Thanks very much.

Sincerely,

Wallace M. Vog

George E. Allen Margaret C. Baird Dolores J. Bechtel Carl D. Berry Wendell N. Bodden Charles E. Callahan A. Thomas Castelli
Eli E. Cohen Lawrence M. Deno Elliott E. Ellis John M. Franco Donald J. Grabowski Lewis G. Harriman, Jr. William R. Hedman
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Cornelius V. Robbins David E. Smith Ruth Taffel Kathleen F. Tiedemann Constance Timberlake Robert C. Watson

COMMUNICASTING AND THE FCC

IN JANUARY 1977, THE CENTER FOR ADVANCED STUDY IN EDUCATION (CASE) OF THE CITY UNIVERSITY OF NEW YORK, PETITIONED THE FEDERAL COMMUNICATIONS COMMISSION TO ESTABLISH A "COMMUNITY EDUCATIONAL RADIO FIXED SERVICE" (CERFS) BY SETTING ASIDE CHANNELS IN THE UHF RANGE. IN AUGUST 1978 THE FCC RULED THE PETITION MOOT, SINCE THEY WERE INSTITUTING A NOTICE OF INQUIRY REGARDING THE BROAD QUESTION OF LOW-POWER TV TRANSMISSION. THE FCC ACKNOWLEDGED THAT COMMUNICASTING WAS AN "IMAGINATIVE AND POTENTIALLY BENEFICIAL PUBLIC TELEVISION CONCEPT," AND SUGGESTED THAT FREQUENCIES MIGHT BE ALLOCATED FOR A DEMONSTRATION PROJECT WHICH WOULD EXPLORE VARIOUS APPLICATIONS OF THE COMMUNICASTING CONCEPT.

THE FCC IS PRESENTLY LOOKING INTO THE "MECHANISMS AND PARAMETERS" FOR SUCH A DEMONSTRATION PROJECT, AND HAS REQUESTED THAT SUGGESTIONS FOR THE PILOT PROJECT BE SUBMITTED BY THE PUBLIC BEFORE JANUARY 10, 1979.

THE PUBLIC MAY ALSO ADDRESS THE COMMISSION'S BROADER INQUIRY INTO ALTERNATIVE ROLES FOR TRANSLATOR AND REPEATER SERVICE, THE ECONOMICS OF OPERATING LOW-POWER TELEVISION STATIONS, THE INCENTIVES AVAILABLE FOR ENCOURAGING INVESTMENT IN LOW-POWER BROADCASTING, THE POTENTIAL IMPACT OF TRANSLATORS ON THE USE AND AVAILABILITY OF UHF AND VHF, AND THE POTENTIAL ECONOMIC IMPACT OF TRANSLATORS OR OTHER LOW POWER TV STATIONS ON CABLE AND PRIMARY BROADCAST STATIONS.

WHAT YOU CAN DO TO HELP

THE FCC'S RULING ON COMMUNICASTING IS GOING TO AFFECT PUBLIC ACCESS TO THE AIRWAVES FOR DECADES TO COME, AND THERE ARE INFLUENTIAL GROUPS WHO WOULD PREFER TO SEE ALL UHF FREQUENCIES DESIGNATED FOR PRIVATE AND COMMERCIAL USE. BY SOLICITING PUBLIC OPINION, THE FCC HAS OFFERED INDIVIDUALS, SCHOOLS, AGENCIES, AND COMMUNITY GROUPS A VITAL OPPORTUNITY.

PLEASE TAKE A MOMENT TO CONSIDER THE WAYS THAT COMMUNICASTING MIGHT APPLY TO YOUR WORK, EDUCATION OR RELATIONSHIP TO THE COMMUNITY. THEN, SHARE YOUR IDEAS WITH THE FCC BY WRITING TO THE FEDERAL COMMUNICATIONS COMMISSION, WASHINGTON, D.C., 20554, BEFORE JANUARY 10, 1979. REFER TO B.C. DOCKET NO. 78-253; FCC 78-604. THE COMMISSION PREFERS THAT LETTERS BE SENT WITH SIX COPIES.

YOU CAN ALSO TALK ABOUT COMMUNICASTING WITH FRIENDS, FAMILY AND COLLEAGUES, AND URGE THEM TO WRITE AS WELL. BRING THE SUBJECT UP IN CLASSES, MEETINGS, ORGANIZATIONS AND CLUBS, AND FORWARD THE RESULTS TO THE FCC. FEEL FREE TO DUPLICATE THIS INFORMATION AND DISSEMINATE IT.

ADDITIONAL COPIES OF THIS BROCHURE ARE AVAILABLE FROM: CASE INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION, GRADUATE SCHOOL, CITY UNIVERSITY OF NEW YORK, 33 WEST 42ND STREET, NEW YORK, NEW YORK 10036. FOR FURTHER INFORMATION, YOU MAY CALL DR. LEE COHEN AT THE INSTITUTE AT (212) 221-3895.

COPIES OF THE NOTICE OF INQUIRY, B.C. DOCKET NO. 78-253; FCC 78-604, MAY BE OBTAINED FROM THE FCC, OR BE READ IN THE FEDERAL REGISTER OF MONDAY, AUGUST 28, 1978.

COMMUNICASTING
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AN IDEA WHOSE TIME

HAS (JUST ABOUT) COME

-55-

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center of the City University of New York

COMMUNICASTING

THE TEACHER LOOKS AT THE STUDENT'S PAPER AND POINTS OUT A MISTAKE. THE STUDENT ASKS A QUESTION, AND THEN MAKES THE CHANGE. A PERFECTLY ORDINARY INCIDENT, EXCEPT...THAT THE TEACHER IS IN HIS OFFICE AND THE STUDENT IS AT HOME, 20 MILES AWAY. THE ENTIRE LESSON IS TAKING PLACE ON TWO-WAY TELEVISION THROUGH "COMMUNICASTING."

COMMUNICASTING, SO-CALLED BECAUSE IT COMBINES ELEMENTS OF COMMUNICATION AND BROADCASTING, CAN BE INEXPENSIVELY ESTABLISHED IN SCHOOLS, UNIVERSITIES, HOSPITALS, LIBRARIES AND EVEN HOMES TO CREATE AN INTERACTIVE COMMUNICATIONS NETWORK LINKING INDIVIDUALS AND GROUPS. COMMUNICASTING EMBODIES THE "COMMUNICATE INSTEAD OF COMMUTE" CONCEPT. IT ALSO MEETS THE STANDARDS OF "APPROPRIATE TECHNOLOGY" IN THAT IT MAKES USE OF EXISTING LOW-COST HARDWARE, MINIMIZES THE NEED FOR HIGH TECHNICAL ASSISTANCE, AND REQUIRES NO GOVERNMENT SUPPORT.

AT THE PRESENT TIME, INSTRUCTIONAL TELEVISION FIXED SERVICE (ITFS) CHANNELS ON MICROWAVE FREQUENCIES ARE AVAILABLE FOR EDUCATIONAL PURPOSES. THE EQUIPMENT, HOWEVER, IS EXTREMELY EXPENSIVE, AND EVEN ONE-WAY BROADCASTING HAS BEEN LIMITED TO LARGE, AFFLUENT INSTITUTIONS. BY CONTRAST, COMMUNICASTING ON UHF FREQUENCIES IS VERY COST-EFFECTIVE AND OPENS A HOST OF NEW EDUCATIONAL AND INFORMATIONAL EXCHANGE OPPORTUNITIES TO EVERY SECTOR OF THE COMMUNITY.

THE USES FOR COMMUNICASTING ARE LIMITED ONLY BY THE IMAGINATION. OVERCOMING THE ONE-WAY, OFTEN STULTIFYING LIMITATIONS OF TV, COMMUNICASTING MAY WELL REVOLUTIONIZE BOTH EDUCATION AND TELEVISION ITSELF.

HOW IT WORKS

COMMUNICASTING PROVIDES TWO-WAY TELEVISION SERVICE AMONG LOW-POWER TELEVISION TERMINALS LOCATED THROUGHOUT A GIVEN AREA. THE TERMINALS (EACH CONSISTING OF AN AUDIO/VIDEO TRANSMITTER, A CAMERA, A STANDARD TV SET AND A SMALL ANTENNA), SEND LOW-POWER SIGNALS TO A LOCAL TRANSLATOR OR UNATTENDED REPEATER STATION. THE REPEATER RECEIVES SIGNALS FROM OUTSIDE THE UHF RANGE, AND TRANSLATES THEM TO AVAILABLE UHF FREQUENCIES WHICH CAN BE VIEWED ON STANDARD TV SETS FOR A RADIUS OF 15-50 MILES. THE REPEATER CAN ALSO RECEIVE MICROWAVE SIGNALS AND TRANSLATE THEM INTO UHF FREQUENCIES, AND VICE-VERSA, PROVIDING A LINK TO EXISTING ITFS STATIONS. THE AUDIENCE CAN BE EXPANDED STILL FURTHER WHEN ITFS STATIONS REPEAT THE SIGNALS FOR CABLE TV. IN TIMES OF EMERGENCY, OR FOR MAJOR EDUCATIONAL OR COMMUNITY EVENTS, THE COMMUNICASTING NETWORK WOULD PROVIDE A COMPREHENSIVE, VERSATILE COMMUNICATION SYSTEM.

COSTS

A DEMONSTRATION OF COMMUNICASTING WAS CONDUCTED BY THE CASE INSTITUTE ON AMATEUR FREQUENCIES WITH FULL TERMINALS COSTING LESS THAN $1,000 EACH.

THE UNATTENDED REPEATER WAS CONSTRUCTED FROM A SURPLUS TAXICAB TRANSCEIVER PLUS SOME NEW PERIPHERALS, AND THE FREE LABOR OF DEDICATED AMATEURS. IT IS ESTIMATED THAT A REPEATER PURCHASED FROM A MANUFACTURER WOULD COST $5,000-10,000, DEPENDING UPON ITS SOPHISTICATION.

MAINTENANCE BY A COMMUNITY OF USERS WOULD VARY, DEPENDING ON AVAILABILITY OF A HIGH TRANSMISSION/RECEPTION SITE. RENTAL OF THE SITE (E.G., ON AN EXISTING TOWER OR BUILDING), ELECTRICITY, AND OTHER GENERAL COSTS COULD RANGE BETWEEN $2,000-5,000 ANNUALLY, TO BE SHARED BY THE USER GROUPS.

THE USES OF COMMUNICASTING - A SAMPLE

--EXTENSION COURSES AND CONTINUING EDUCATION TO OUTLYING AREAS

--ELECTRONIC FORUMS, WORKSHOPS AND SEMINARS FOR SPECIAL INTEREST GROUPS WITHOUT REQUIRING TRAVEL TO, OR ACCOMMODATIONS AT, A CENTRAL FACILITY

--TWO-WAY FIELD SUPERVISION OF INTERNS, COOPERATIVE EDUCATION PLACEMENTS, STUDENT TEACHERS

--DATA-GATHERING AND TRANSMISSION TO RESEARCHERS AT REMOTE SITES

--CONSULTATION WITH STAFFERS IN FIELD OR AGENCY OFFICES

--CONDUCTING POLLS, SURVEYS, AND INTERVIEWS

--TWO-WAY COMMUNICATION BETWEEN CITIZENS AND ELECTED OFFICIALS

--CONTINUATION OF EDUCATIONAL SERVICES DURING SNOWBOUND OR EMERGENCY SITUATIONS

--INTERAGENCY CONFERENCES AND CONSULTATIONS

--DELIVERY OF FORMAL AND INFORMAL EDUCATION, LEGAL AND WELFARE INFORMATION, HEALTH AND SAFETY FORUMS

--COST-EFFECTIVE INSTRUCTION FOR FEWER STUDENTS THAN ARE REQUIRED FOR TRADITIONAL CLASSES

--INSTRUCTION FOR HOMEBOUND AND DISABLED STUDENTS/ADULTS

FEDERAL COMMUNICATIONS COMMISSION

[FCC 78-605; RM-2846, 31091]

NEW COMMUNITY EDUCATIONAL FIXED RADIO SERVICE AND LIMITED NON-COMMERCIAL LOCAL ORIGINATION THROUGH TELEVISION TRANSLATOR STATIONS

Memorandum Opinion and Order re Denial of Petition

Adopted: August 8, 1978.

Released: August 22, 1978.

By the Commission: Commissioner Washburn absent.

In the matters of establishment of a New Community Educational Fixed Radio Service in the 470 MHz to 930 MHz frequency bands and amendment of part 74 of the commission's rules to allow limited noncommercial local origination through television translator stations.

1. Here the Commission addresses two petitions for rulemaking. Each petition deals with the origination of programing by either television translators or by a form of low-power community-service television. As explained below, the Commission has decided to initiate today, in a separate proceeding, an inquiry (see notice of inquiry in BC docket 78-253, FCC 78-604, —— FCC2d —— (1978)) into the future role of low-power television, which also includes the operation of television translators. Many of the areas to be explored in the inquiry touch upon matters at issue in the subject two petitions. To the extent that the inquiry will address these areas, the petitions will be declared moot. In all other respects, and where petitioners seek immediate institution of certain rule amending proceedings—proceedings which we believe would be premature at this time due to the need for additional information and broader policy planning—the petitions will be denied. We have decided, however, to place these two petitions, and the comments received, in the record of the Commission's inquiry in BC docket 78-253.

2. Below is a brief description of the two petitions and the comments they have elicited. Following each summary we will explain the nature of our disposition of the petition as well as the rationale for our judgment.

RM-2846—"Communicasting"

3. The subject petition was submitted by the Center for Advance Study in Education (CASE) at the Graduate School and University Center of the City University of New York and the Communicasting Association of America, Inc. (CAA).[1] Petitioners seek the establishment of a new "communicasting" service and the use of certain frequencies in the 470 to 930 MHz band, with preference given to UHF television channels 70 through 83 (806 to 890 MHz). This communicasting service is described as one whereby low-power UHF transmission apparatus would be used to provide over-the-air community service broadcasting. This activity would involve the use of television "repeaters" which would pick up very low power signals from remote terminals and rebroadcast them to cover a community or small regional area. In this fashion, petitioners assert, communicasting could be used on an interactive basis to present educational, instructive and specialized programing.

4. Through the use of this low-power repeater technology, petitioners explain, there could be a number of receiving/sending stations in a community, each equipped with basic video gear and a small transmitter and antenna. Program matter or information transmitted from one of these multiple access stations then would be received by the repeater and retransmitted instantaneously on a UHF television channel, a signal which could be viewed not only at any other multiple access receiving/sending station but on any television reciever (with a typical UHF tuner) in the community. Petitioners maintain that the interactive capability of the system would add a new dimension to televised instructional and educational program delivery and afford a valuable vehicle for other information distribution and exchange purposes.

5. Petitioners and a variety of commenting parties maintain that communicasting would have operational advantages over ITFS[2] facilities in that the latter utilizes microwave signals which can only be received by those with special equipment. Communicasting, on the other hand, would result in an "open circuit" product viewable by anyone in the community.[3] A number of comments suggest that the advantages over ITFS also include the lower costs of transmission and, of course, reception equipment. The ITFS service, they contend, has been available only to financially affluent educational organizations which can afford the microwave equipment required. Certain ITFS licensees state their opinion that communicasting would allow them to serve a wider and more varied community.

6. The vast majority of the comments filed in response to the petition support the communicasting concept. Many contend that it would put unused electromagnetic spectrum to a valuable use. Several parties have offered a number of supportive suggestions, including the Commission's authorization of low-cost video generation gear, and the development of related technical standards that will foster the growth of the communicasting activity. Certain comments observed that the proposed communicasting service should not be construed as a "fixed" service but as a "broadcast" service since it would serve the general public and could utilize, generally, the existing allocation framework in most geographic areas. The "repeater" station, some note, could utilize unattended TV translator technology.

7. Several parties suggest a variety of community service uses for the proposed service. It is commented that communicasting could constitute the realization of cable television's "blue sky" promises through the use of the broadcast spectrum—all without the need to wire towns and cities. Aside from urban uses, many parties view the petitioners' proposals as being an integral part of rural telecommunications development. Several suggest that experimental and demonstration projects be established in both rural and urban settings.

8. Approximately 30 parties have offered support for the petitioners' proposals. This support ranges from a variety of educational institutions to amateur television operators to equipment suppliers and to health care and community service organizations. Generally favorable comment also was received from the Department of Health, Education, and Welfare, which urged that the Commission allow expanded television translator origination. The only comments in opposition were submitted by the Land Mobile Communications Council and the American Telephone & Telegraph Co. These oppositions argue that petitioners have shown insufficient public need or demand for the establishment of their proposed service or, more specifically, for their proposed use of frequency bands containing substantial land mobile allocations.

Discussion

9. We have examined the matters set forth in the subject petition and several related comments, and find that they suggest an imaginative and potentially beneficial public service television concept. The service they describe under the term "communicasting" is but one form of low-power television use. And, as noted above, we have just opened up a broad inquiry into this entire low-power TV area. Many of the proposals set forth in the petition, and in the supportive comments, fit precisely within the scope of this inquiry.

10. As explained in our Notice, issued today, we believe there is a need for fact gathering and broad multi-issue policy planning—activities which are necessary prerequisites to the initi-

[1] The Communicasting Association of America, Inc. is identified as a nonprofit organization dedicated to the use of the radio spectrum for educational and scientific multilateral communication.

[2] As defined in section 74.931 of the Commission's rules, the Instructional Television Fixed Service (ITFS) is one which uses microwave facilities (a "closed" system requiring special receiving gear) for the distribution of instructional or cultural information.

[3] Petitioners note that while the repeater's output would be on a UHF TV channel, the input from the multiple access stations could utilize nonbroadcast frequencies.

ation of rulemaking proceedings designed to establish new low-power services. And although we will deny petitioners' request for initiation now of a rulemaking proceeding, this action should not be construed as a rejection of the "communicasting" concept. On the contrary, we believe that this type of communications activity is one which deserves considerable attention in the overall inquiry—a proceeding which later may be broadened to include the kind of rulemaking envisioned by petitioners. While we deny the petition now and correspondingly decline to grant a request for specific spectrum space reservation, it may be that, during the course of the Commission's inquiry, an experimental project could be undertaken using a portion of the radio frequency spectrum which could afford us and interested parties the opportunity to assess the facility and value of "communicasting." Parties commenting in response to our Notice of Inquiry may wish to address this matter and suggest mechanisms and parameters for such a demonstration project.

RM-3109—*Noncommercial Origination by Translators*

11. This petition for rulemaking, filed by Dutchess Community College (Poughkeepsie, N.Y.), asks that we amend part 74 of the rules to permit television translator stations to originate limited noncommercial programming concerning health, education, public service and community affairs. Petitioner suggests that, in rural areas incapable of supporting conventional television broadcast facilities, originating translators would be a valuable means of providing locally-oriented programing. Rural viewers' television service, petitioner maintains, consisting of off-air and cable distributed reception of distant signals, does not provide local issue coverage. It is suggested that translator origination be limited to between 5 and 10 percent of the broadcast day and be limited to noncommercial matters. Under these limitations, petitioner asserts, most primary television broadcast stations would not be reluctant to grant continued rebroadcast consent.[1]

12. Petitioner submits that an originating translator could not only provide off-air service to the community but could serve as a local origination facility for subsequent carriage by area cable television systems. Dutchess suggests that these originating translators be limited to outputs of 100 or 1,000 watts and that they be allowed to utilize lower-cost program origination gear. Additionally, petitioner offers a detailed set of proposed part 74 amendments which it believes would be appropriate to implement its concepts.

[1] See Section 74.784 of the Commission's rules.

[1] It should be noted, however, that the "communicasting" concept would not necessarily involve origination by a television "translator" licensed to rebroadcast a primary TV station.

13. Comments filed in response to this petition include those of the parties who submitted the "communicasting" petition (RM-2846), described above. These comments of CASE and CAA offer general support for the Dutchess petition but maintain that the time limitations suggested in RM-3109 are too stringent to allow the activities suggested in RM-2846.[1] The National Cable Television Association (NCTA) has filed comments which, in essence, repeat the matters asserted in NCTA's comments filed in RM-2781. (These comments are described thoroughly in the Memorandum Opinion and Order (FCC 78-606, —— FCC2d —— (1978)), adopted today, concerning, inter alia, RM-2781.) Basically, the NCTA suggests that no translator rulemaking be undertaken until the Commission completes a comprehensive inquiry into the relationship between cable and translators and establishes a program of "regulatory parity" between the two.

14. Also filed were comments of the Association of Maximum Service Telecasters (AMST). The AMST states that the RM-3109 proposal simply is one for "short-spaced drop-ins," and that it should be rejected. It asserts that viewers would receive a "second-class" service from these low-power facilities and that the public would attribute this "inferior" service to the UHF service generally. AMST also argues that these originating translators would deter the activation of UHF television station, be they "full-fledged" or satellities. The RM-3109 proposed limitation on translator origination (to between 5 and 10 percent of the broadcast day) is no limitation at all, according to AMST, since the "average" television station originates only 9.2 percent of its programing locally. Lastly, AMST contends that Dutchess has not demonstrated any pressing public need for such a service.

Discussion

15. In a fashion similar to that explained concerning RM-2846, above, we feel that RM-3109 here include some useful concepts. However, and consistent with our RM-2846 decision, we conclude that any such specific rulemaking effort must be deferred until more generally policy issues have been settled. Thus, and while many of the proposals suggested by Dutchess will be addressed in our broader inquiry, its RM-3109 petition otherwise will be denied.

16. Accordingly, *It is ordered*, That the above-captioned petitions filed by the Center for Advance Study in Education at the Graduate School and University Center of the city of New York and the Communicasting Association of America, Inc. (RM-2846) and Dutchess Community College (RM-3109) are dismissed as moot, insofar as the matters presented in these petitions will be addressed in the Commission inquiry in BC docket 78-253.

17. *It is further ordered*, That the above-captioned petitions, in all other respects, are denied.